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ABSTRACT

This report presents an evaluation for the school year 1982-1983, of the Pilot Projects component of the Cleveland Public Schools, for grades K-10. The purpose of the component is to develop and pilot innovative approaches for meeting selected needs of disadvantaged students at the local level. Pilot Projects are small grants that are designed, implemented, and evaluated by local school personnel. Ongoing supervision of selected projects is provided by the project manager, school principals, and subject-area supervisors. Progress reviews and final evaluation forms are completed by coordinators. In the school year 1982-83, the projects funded were: Concrete Mathematical Abilities; Developmental Play Labs and Curriculum (for multihandicapped/autistic children); Home Learning Center Curriculum (for autistic children); Improvement of Basic Social Studies Skills among Geography Students; Practical Life Skills and Sensorial Training (for nonreading visually impaired, children); Practical and Real Life Language and Learning Usage; and Self Imagery Improvement (for potential dropouts). No evaluation material was received for two of the projects, but 15 (94 percent) of the 16 objectives for the remaining 5 projects were attained, reflecting better than average success in project implementation. (CMG)

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PILOT PROJECTS

DISADVANTAGED PUPIL PROGRAM FUND

1982-83
EVALUATION REPORT

Prepared by

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Typed by

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UD 023 178

Cleveland Public Schools

DEPARTMENT OF RESEARCH AND ANALYSIS

July 1983

ADAPTATION OF CURRICULUM INSTRUCTIONAL
METHODS AND MATERIALS: PILOT PROJECTS COMPONENT

1982-83 DPPF Evaluation

PURPOSE AND OVERVIEW

The Pilot Projects Component under DPPF funding is to develop and pilot at the local school level, innovative approaches for meeting selected needs of disadvantaged students. Pilot Projects are small grants that are designed, implemented, and evaluated by local school personnel. Administrative support for these projects is evident at three stages: development, implementation, and evaluation. An after-school proposal development workshop is held annually. A Review Committee selects new projects for funding consideration. Ongoing supervision of the implementation of the approved projects is provided by the project manager, school principals, and subject-area supervisors. Progress review reports and final evaluation forms are completed by coordinators.

SERVICE SUMMARY

Pupils Served: 584 Grades Served: K-10 Years in Operation: 13

Schools: (See Appendix A)

Staffing: 1 Project Manager, PT
1 Clerk, FT

Total DPPF Expenditures: *

Per Pupil Cost: *

SUMMARY OF FINDINGS

The DPPF Projects have provided unique opportunities at the local school level (N=7) to try out innovative approaches for identified school needs and staff development experiences for strengthening skills in proposal development and evaluation. Fifteen (94%) of the 16 objectives for five projects were attained, reflecting better than average success in project implementation.

Recommendations called for continued implementation of the Pilot Project concept, institution of a formal mechanism to disseminate worthwhile practices and materials, and continued dissemination of information about availability funding for this project.

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*Expenditure data was not available at the time of the preparation of this report.

OBJECTIVES AND OUTCOMES

. Objective 1: To attain at least two-thirds of the proposed objectives in the seven projects (relevant to improvement in academic achievement, cultural enrichment, communication skills, motivation for learning, home school cooperation). Assessment of attainment of objectives per pilot project will be based on annual reports completed by the head teachers at the end of the 1982-1983 school year.

. Outcome: This objective was achieved, based on information provided by five out of 7 projects. Data supplied by the five projects indicated that the following changes were noted: Improvement in attendance, piloting of locally developed materials and innovative teaching techniques and improvement in communication skills, e.g. auditory processing.

TABLE 1

LISTING OF 1982-1983 PILOT PROJECTS

Projects	Grade Served	Objectives		No. of Participants
		N	✓	
Concrete Mathematical Activities	1-3	3	3	463
Developmental Play Labs and Curriculum	K	5	5	23
Home Learning Center Curriculum**	2-5			
Improvement of Basic Social Studies Skills Among Geography Laboratory	10	2	2	32
Practical Life Skills and Sensorial Training **	K-3			
Practical and Real Life Language and Learning Usage	4-6	3	3	17
Self Imagery Improvement	7-8	3	2	9

* ✓Attained **No evaluation material received.

. Objective 2: Promote understanding at the local school level of the relationships among education needs, objectives, procedures and evaluations. Three outcomes were proposed: (1) Proposals approved by the Review Committee will include specific objectives consistent with DPPF and system-wide goals. (2) In at least half the proposals submitted, interrelationships of needs, objectives, procedures and evaluation plans will be clear. (3) Data submitted will permit a clear conclusion regarding achievement of the objectives in at least two-thirds of the annual reports, as determined by ratings of the evaluation reports by the project evaluator.

. Outcome: This objective was attained. Twenty-six proposals were submitted to the Review Committee for consideration. Nine (35%) of the 26 proposals were approved by the committee, based on ratings (See Appendix C) completed by the review committee which included a representative of the Department of Research and Analysis. The nine proposals (See Appendix D for listing) met the three criteria above as noted below:

— Objective specified in the proposals are consistent with DPPF and district goals.

— Needs, objectives, procedures-activities and evaluation plans are clearly related to one another.

— Evaluation plans allows for adequate assessment of the project objectives in the nine proposals.

ADDITIONAL FINDINGS

. Several of the nine approved DPPF Pilot Projects for the 1983-1984 represent outgrowths of the present projects, e.g. Improvement of Basic Social Studies Skills Among Geography Students, Practical-Real Life Language and Learning Use.

. Three of the seven operational projects were judged to be exemplary by the project manager based on quality of implementation, and development of new materials. These projects included the following Improvement of Basic Social Skills Among Geography Students, Practical-Real Life Language and Learning Use and Self-Imagery Improvement.

. About 4 of the seven operational projects have been recommended at the school level for incorporation into the regular programs.

SUMMARY AND CONCLUSIONS

The DPPF Projects have provided unique opportunities at the local school level (N=7) to try out innovative approaches for identified school needs and staff development experiences for strengthening skills in proposal development and evaluation. Fifteen (94%) of the 16 objectives for five projects were attained, reflecting better than average success in project implementation.

The following recommendations are made:

- Continue the implementation of the DPPF Pilot Projects concept.
- Develop a formal mechanism to disseminate practices and materials of exemplary projects beyond the school when it was piloted.
- Continue efforts to disseminate and inform district school personnel of the availability of funds to implement projects at the school level.
- Continue staff development efforts to increase local talent to develop program proposal.
- Institute a system for district recognition of exemplary Pilot Projects.
- Implement a system for rewarding managers who comply with state requirements (e.g. evaluation) and a comparable system for punishing those for non-compliance.

APPENDIX A

OPERATIONAL PILOT PROJECT 1982-1983

PROJECT	SCHOOL SERVED	NO. OF PUPILS SERVED	GRADE LEVEL
Concrete Mathematical Activities for Primary Children	Denison	463	1-3
Developmental Play Labs and Curriculum	A.G. Bell	23	K
Home Learning Center Curriculum	A.G. Bell	24	2-5
Improvement of Basic Social Studies Skills Among Geography Students	Glenville High	32	10
Practical Life Skills and Sensorial Training	A.G. Bell	16	K-3
Practical and Real Life Language and Learning Usage	Warner	17	4-6
Self Imagery Improvement Achieving A Positive Mental Attitude	Central Jr. High	9	7-8
Total: 7 Pilot Projects	5 (Unduplicated Count)	584 (Estimated Unduplicated Count)	K-10

APPENDIX B

1982-1983 PILOT PROJECT

- A BRIEF DESCRIPTION -

Concrete Mathematical Activities For Primary Children

This project is designed to involve a primary elementary school staff in the development of inexpensive mathematics curriculum materials and instructional methods. By using concrete materials that are a part of child's environment, the teachers will develop concrete experiences and activities to support major concepts in the K-3 mathematics program.

Developmental Play Labs And Curriculum

This project is designed for pupils (5-7 years of age) in the elementary classes in the Multihandicapped/Autistic - like program who function at a 3-4 year developmental level, to improve their social, physical, emotional, cognitive, and language development skills. Two of the 13 classes will participate in the developmental play labs. Each play lab will be equipped with appropriate toys that replicate actual equipment as autistic children exhibit difficulty transferring learning from real to pretend activities.

Home Learning Center Curriculum

This project is designed to provide autistic children with the opportunity to improve their communication, group and social skills in an enviornment that is structured yet open enough to allow and encourage their own verbalization. The structure of the lessons will progress from communication between teacher and one student through teacher and a group of students, to student to student. The end results are improved communication and pupil interaction.

Improvement Of Basic Social Studies Skills Among Geography Students: Geography Laboratory

This project is designed to help students master basic skills through direct experiences (see, touch, construct, feel) with application of geographical concepts to models, kits and various types of materials. It provides for a geography laboratory equipped with models, construction kits, physical maps, charts, various types of globes and some supplemental reading materials.

Practical Life Skills And Sensorial Training

This project is designed to assist non-reading visually imparied, blind children by developing a special curriculum. Development of curriculum and related materials will focus on practical living skills and the sensorial development of touch and auditory skills, which are needed to facilitate braille learning.

Practical And Real Life Language And Learning Usage

This program is designed to assist children in developing a concrete and abstract awareness of auditory-visual receptive and expressive language. It will utilize a language intervention program.

Self-Imagery Improvement Achieving A Positive Mental Attitude

This project is designed to assist twenty-one pupils (grades 7-8-9) identified as potential dropouts by providing them with experiences to help improve their self-image. Activities for the project will include vocational-related field trips, personal and small group counseling sessions with both pupils and their parents.

APPENDIX C

CLEVELAND PUBLIC SCHOOLS
Compensatory Education Division

RATING SHEET
DPPF Pilot Projects

Please rate the proposals submitted for Pilot Project funding using the following rating instrument on a one to five (1 to 5) rating scale. One is the lowest rating and five is the highest. Please return to:

Patricia A. Bowman
Room 400-North at Headquarters
NO LATER THAN WEDNESDAY, MAY 11, 1983

Thank you for your help.

	HIGHEST				LOWEST
SECTION	5	4	3	2	1
1. Soundness of idea					
A. Goals					
B. Need					
C. Activities					
D. Timeline					
E. Objectives					
2. Evaluation Procedure					
3. Budget - A. Realistic					
B. Equipment Necessary . . .					
4. Overall Rating					

5. Reviewer's Comments _____

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APPENDIX D

LISTING OF PROPOSED PROJECTS FOR 1983-1984

1. Understanding Evaluation through Science (Henry Longfellow).
2. CAI for Skill Enhancement in Science & Math (H. Eastman).
3. Skills Development for a High-Tech Security (Glenville High).
4. Mathematics Facts Through Computer-Assisted Drill & Review for Disadvantaged Pupil (Willa C. Bryant Elementary)
5. Jane Addams Pilot Project (Jane Addams Vocational High).
6. A Computerized Diagnostic and Prescriptive Approach to Speech & Language Therapy (Warner).
7. Improving Reading Skills Among Geography Students who Read Below Grade Level (Glenville).
8. Seventh Grade Mastery Learning (Charles W. Eliot).
9. Social Service Vocational Training Program for Handicapped Students (L.M. Alcott).